

Asbury Theological Seminary ePLACE: preserving, learning, and creative exchange

Syllabi

Advocacy on US Government Foreign Assistance

2012

A Spirituality of Christian Activism

Evangelical Advocacy: A Response to Global Poverty

Follow this and additional works at: <http://place.asburyseminary.edu/advocacysyllabi>

Recommended Citation

Evangelical Advocacy: A Response to Global Poverty, "A Spirituality of Christian Activism" (2012). *Syllabi*. Book 8.
<http://place.asburyseminary.edu/advocacysyllabi/8>

This Document is brought to you for free and open access by the Advocacy on US Government Foreign Assistance at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

Palmer Theological Seminary

SINT5-11: A Spirituality of Christian Activism

July 25 – August 11, 2011

5:30pm – 9:15pm

Rooms 3 & 4

Instructor: Dr. F. Albert “Al” Tizon

Email: atizon@eastern.edu

Phone: 484-384-2979

Office hours: by appt.

Co-Instructor: Amanda Kaminski, M.Div., M.A. International Development

Email: akamins1@eastern.edu

Blackboard Information:

Blackboard Questions: Contact bbassistance@eastern.edu or awong2@eastern.edu or 610-225-5037

Blackboard Tutorials: <http://www.eastern.edu/blackbaord.index.html>

Blackboard Site: <http://eastern.blackboard.com>

I. Prerequisites:

None

II. Description of the Course:

This course will explore the intersection of Christian spirituality and social engagement. Against the stereotype surrounding those whom church history has called “mystics” that they are disengaged from the world, this course examines both historical and contemporary movements of spirituality—that is, movements that can be considered monastic or mystical—that were very much engaged in activities of compassion, justice, and advocacy.

III. Program Learning Goals and Indicators

This course will support the following M.Div. Program Goals & Indicators:

Program Goal	Program Indicator(s)
<i>Goal 1: A hunger for lifelong spiritual formation & a commitment to fostering interdependent relationships (Whole Persons)</i>	1.3 Employs reliance upon connection with God for the purpose of Christian service
<i>Goal 4: A commitment to service in the church and community to minister to changing times [WHOLE GOSPEL]</i>	4.4 Applies skills in ministry, e.g. preaching, pastoral care, teaching, administrating, engaging in mission and evangelism

IV. Desired Learning Outcomes:

After completing this course, the student will have:

1. A deeper understanding of Christian spirituality as it has been expressed throughout church history;
2. A deeper appreciation for the link between the contemplative life of historical Christians and their social engagement;
3. A working knowledge of several modern movements of Christian spirituality and their social impact in their communities;
4. Tools to perform social mapping and propose plans for a new social ministry in their community;
5. Been exposed to, and engaged in, new practices of Christian spirituality

V. Textbooks.

CATFORD, Cheryl, ed. *Following Fire: How the Spirit Leads Us to Fight Injustice*. Springvale, VIC, Australia: Urban Neighbours of Hope, 2008.

CAMPOLO, Tony and Mary Albert DARLING. *The God of Intimacy and Action* (San Francisco: Jossey-Bass, 2007).

DEYOUNG, Curtiss Paul. *Living Faith: How Faith Inspires Social Justice* (Minneapolis: Fortress, 2007).

NORRIS, Kathleen. *The Cloister Walk* (New York: Riverhead, 1996).

UNDERHILL, Evelyn. *Practical Mysticism* (New York: E.P. Dutton, 1915).

WILSON-HARTGROVE, Jonathan. *New Monasticism: What It Has To Say To Today's Church*. Grand Rapids, MI: Brazos, 2008.

Choose ONE from the following for an historical overview:

COX, Michael. *Handbook of Christian Spirituality* (San Francisco: Harper & Row, 1985).

HARPUR, James. *Love Burning in the Soul: The Story of Christian Mystics from St. Paul to Thomas Merton* (Boston: New Seeds, 2005)

HOLT, Bradley. *Thirsty For God: A Brief History of Christian Spirituality*. 2nd ed. Minneapolis, MN: Fortress Press, 2005.



VI. Course Requirements:

Item	Date Due	% of Course Grade
<p>1. Book Reflections:</p> <p><u>Pre-Residency:</u> An historical overview from one of the three selections</p> <p>Campolo, Tony and Mary Darling. <i>The God of Intimacy and Action</i> (San Francisco: Jossey-Bass, 2007).</p> <p>DeYoung, Curtiss Paul. <i>Living Faith: How Faith Inspires Social Justice</i> (Minneapolis: Fortress, 2007).</p> <p><u>Residency:</u> Catford, Cheryl, ed. <i>Following Fire: How the Spirit Leads Us to Fight Injustice</i>. Springvale, VIC, Australia: Urban Nieghbours of Hope, 2008.</p> <p>Norris, Kathleen. <i>The Cloister Walk</i> (New York: Riverhead, 1996).</p> <p><u>Post-Residency:</u> Wilson-Hartgrove, Jonathan. <i>New Monasticism: What It Has To Say To Today's Church</i>. Grand Rapids, MI: Brazos, 2008.</p> <p>Underhill, Evelyn. <i>Practical Mysticism</i> (New York: E.P. Dutton, 1915).</p>	<p>July 11th</p> <p>July 15th</p> <p>July 18th</p> <p>1 hour prior to class July 28th</p> <p>1 hour prior to class August 9th</p> <p>August 26th</p> <p>September 2nd</p>	10%
2. Prayer Journals	Start July 25 th , due August 11 th	15%
3. Short Paper and Presentation	August 1 st	25%
4. Activity Reflection	August 24 th	10%
5. Research Paper	Suggested Due: September 9 th Due: September 23 rd	40%

Guidelines for each assignment:

1. Book Reflections: By midnight of the due date or one hour before the corresponding day of residency, students must email a one-page single spaced reflection engaging the material assigned. These submissions should provide students a forum to reflect upon the content of the text, pose questions about the material, and state areas of disagreement, desire for further inquiry, or uncertainty that need clarification. These reflections should be grammatically well expressed and provide citation information, though the ideas should be personal and less formal. These reflections will NOT be graded for scholarly content, only for whether or not you handed them in and engaged the material. Failure to turn one or more of these assignments in will be grounds for a substantial drop in your final grade.
2. Prayer Journals: The prayer journals compose a critical part of this class as they allow students to reflect on the spiritual exercises they practice and to contemplate the material they encounter in the reading, lectures, and praxis. This assignment is meant to be an **ongoing discipline** and thus, will be **submitted at the end of the residency with a total of 9 entries**. The journals must be copied, printed out, or scanned for submission. However, the spirit of the assignment allows students to creatively reflect in natural and beneficial ways including: scripture meditation, prayer journaling, painting, exegesis/study, nature walking, etc... Those exercises that cannot be presented in a concrete form (such as a labyrinth walk, a nature walk, a time of silence, etc...) need to have a complementary submission in written form, such as a reflection on the activity, a summary of things learned, heard, or observed in the practice, or a creative expression of the event.
3. Short Paper and Presentation: Each student will choose one spiritual exercise and will conduct academic and practical research for a short paper, 5-7 pages double-spaced, and a class presentation. This assignment encourages students to synthesize research and practical application. In addition, the short presentation to the class will allow the students to compile a compendium of disciplines for reference. The scholarly research should include historical references, examine the social implications, and provide practical application and potential pitfalls. The paper should also offer personal reflection on the student's experience. This *formal* presentation will be no longer than 5 minutes and will offer an overview followed by the fielding of questions from classmates.
4. Activity Reflection: Each student will choose to either participate in a guided retreat in the area (such as the Daylesford Abbey, The Jesuit Center at Wernersville, the Malvern Retreat House, or Pendle Hill) OR visit a contemplative ministry (such as the Simple Way, Red Hill Farm and the Sisters of St. Francis of Philadelphia, or try out a Spiritual Director). After experiencing one of these activities write a one-page single spaced reflection paper.
5. Research Paper: Students will choose a topic on spirituality and Christian engagement and conduct scholarly research throughout the semester to culminate in a final 10-12 page, double-spaced paper.

VII. Grading

The following grading grid will be used for each writing assignment as well as for your overall grade.

Percent	Letter	GP	Notes
95-100	A	4.0	Work is excellent
90-94	A-	3.7	
87-89	B+	3.3	
84-86	B	3.0	Work is above the standard
80-83	B-	2.7	
77-79	C+	2.3	
73-76	C	2.0	Work is adequate
70-72	C-	1.7	Work is below the standard
0-69	NC	0.0	Work is failing

VIII. Teaching and Learning Strategies

This course will utilize teaching and learning strategies that will include lectures, class discussions, and peer feedback and evaluation. It will utilize audio-visual aids like music, movie clips, and power point.

If these are the nuts and bolts of this course's pedagogy, then its spirit is the cultivation of "a community of learning." To the extent that we develop a sense of community among ourselves as fellow ministers of the gospel, we will learn deeply and enjoyably.

IX. Faculty Expectations: Guidelines or Procedures

Guidelines for Written Work: All papers submitted during residency are due at the *beginning of class* on the due date. All others are to be submitted electronically by midnight of the due date. Book reflections should follow the corresponding timetable for submission. Work handed in late will lose one full grade. But if it is beyond one week without any special arrangements, then you will receive a zero for that assignment.

All written work must be typed and double-spaced using either Arial or New Times Roman 12-point font. You are strongly encouraged to consult Carol Slade's *Chicago Manual*, which is available on Reserve in the library.

Special Word Re: Plagiarism: Please consult the *Student Handbook* regarding plagiarism. Intentional or accidental, "the use of another person's ideas or wordings without giving appropriate credit" (William Campbell, Stephen Ballour and Carol Slade, *Form and Style* [Boston: Houghton Mifflin, 1990], p 65), is plagiarism, which "has serious academic, ethical and legal consequences" (*Student Handbook of Palmer Theological Seminary*, p. 32).

Attendance & lateness policy: This should go without saying, but your attendance is key and therefore required for all of the scheduled classes. No excuse but illness or family death is satisfactory for missing a class. Lateness to class, lateness from the class break, and/or early departures (2 or more) constitutes an absence. **Two absences will automatically result in a drop in the course grade; three absences will automatically result in an "NC" for the course.**

Special Word Re: Internet Use in Class: Computer use in class is only for the purpose of note-taking and anything related to what is being discussed in class. It should go without saying, but personal use—surfing the Net, Facebook, etc.—is prohibited. If you are caught doing so, that day will be counted as an absence.

X. Class and Reading Schedule:

Pre-Residency

July 11th: ***Reflection Due*** of historical overview from one of the following choices:

- Cox, Michael. *Handbook of Christian Spirituality*,
- Harpur, James. *Love Burning in the Soul: The Story of Christian Mystics from St. Paul to Thomas Merton*,

OR

- Holt, Bradley. *Thirsty For God: A Brief History of Christian Spirituality*

July 15th: DeYoung, Curtiss Paul. *Living Faith: How Faith Inspires Social Justice*

July 18th: Campolo, Tony and Mary Darling. *The God of Intimacy and Action*

Residency

July 25th: **Historical Overview: Part I**

July 26th: **Historical Overview: Part II**

July 28th: **Diverse Movements of Spiritual Activism**

Reflection Due: Catford, Cheryl, ed. *Following Fire: How the Spirit Leads Us to Fight Injustice*

August 1st: **Spiritual Disciplines**

Presentations: Each student presents an academic and experiential analysis of a spiritual discipline, allowing learners to comprise a resource guide of exercises for their portfolio

August 2nd: **God's Spirit and the Poor**

August 4th: **Tools for Holistic Change**

August 8th: **The Supernatural and Healing Ministry**

August 9th: **Pilgrimage and Hospitality**

Reflection Due: Norris, Kathleen. *The Cloister Walk*

August 11th:

Community and Spiritual Direction

Post-Residency

August 26th:

Reflection Due: Wilson-Hartgrove, Jonathan. *New Monasticism: What It Has To Say To Today's Church*

September 2nd:

Reflection Due: Underhill, Evelyn. *Practical Mysticism*

Integrated Writing Rubric

CRITERIA	EXCELLENT	GOOD	BELOW EXPECTATIONS	UNACCEPTABLE
Content (<i>quality of the information and ideas, as well as the sources and details used to support them</i>)	<ul style="list-style-type: none"> - has clarity of purpose - has depth of content - displays insight or originality of thought - demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - has clarity of purpose - has substantial information and sufficient support - contains some originality of thought - uses quality resources 	<ul style="list-style-type: none"> - has clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - has little originality of thought - uses mostly quality resources 	<ul style="list-style-type: none"> - has unclear purpose - is superficial in content - has no originality of thought - uses resources of poor quality - includes factual or logical errors - may not follow the instructions for content or length
Structure (<i>logical order or sequence of the writing</i>)	<ul style="list-style-type: none"> - is coherent and logically developed - uses very effective transitions 	<ul style="list-style-type: none"> - is coherent and logically developed - uses smooth transitions 	<ul style="list-style-type: none"> - logically (but not fully) developed - has some awkward transitions 	<ul style="list-style-type: none"> - has inadequate, irrelevant, or illogical development and transitions
Style (<i>appropriate attention to audience; effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email</i>)	<ul style="list-style-type: none"> - is concise, eloquent and rhetorically effective - has nicely varied sentence structure - is engaging throughout and enjoyable to read 	<ul style="list-style-type: none"> - displays concern for careful expression - has some variation in sentence structure - is generally enjoyable to read 	<ul style="list-style-type: none"> - has some personality <u>but</u> lacks imagination and may be stilted - has little variation in sentence structure - is not very interesting to read 	<ul style="list-style-type: none"> - is simplistic - includes frequent inappropriate word choice, ineffective sentence style - is frustrating and not enjoyable to read - is clearly below expectations for seminary (graduate level) students
Conventions (<i>adherence to grammar rules: usage, mechanics</i>)	<ul style="list-style-type: none"> - has well-constructed sentences, makes virtually no errors in grammar and spelling, and uses words that are accurate 	<ul style="list-style-type: none"> - usually has well-constructed sentences, makes minimal errors in grammar and spelling, and generally uses accurate words 	<ul style="list-style-type: none"> - does not always have well-constructed sentences, makes several errors and word choices that distract the reader, and frequently uses jargon and clichés 	<ul style="list-style-type: none"> - does not have well-constructed sentences, confuses readers with many errors, uses limited vocabulary with jargon and clichés
Source Integrity (<i>appropriate Chicago Manual Style-based acknowledgment of sources used in research</i>)	<ul style="list-style-type: none"> - has sources for all quotations - has credible paraphrases, cited correctly - has reference page - has virtually no errors in documentation style 	<ul style="list-style-type: none"> - has sources for all quotations - has credible paraphrases, usually cited correctly - has reference page - has minimal errors in documentation style 	<ul style="list-style-type: none"> - has sources for all quotations - most paraphrases credible, sometimes cited correctly - has reference page - has several errors in documentation style 	<ul style="list-style-type: none"> - does not have sources for all quotations - paraphrases are less than credible, often not cited correctly - little to no evidence of source usage - no reference page (or is very weak) - many errors in documentation style
CRITERIA	POTENTIAL		ACTUAL POINTS	COMMENTS

CRITERIA	POTENTIAL POINTS	ACTUAL POINTS	COMMENTS
Content <i>(quality of the information and ideas, as well as the sources and details used to support them)</i>	40		
Structure <i>(logical order or sequence of the writing)</i>	15		
Style <i>(appropriate attention to audience; effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email)</i>	15		
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	15		
Source Integrity <i>(appropriate Chicago Manual Style-based acknowledgment of sources used in research)</i>	15		